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AUTHOR	Fukai, Miyuki
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ABSTRACT

Anxiety is believed to affect foreign language learning and performance. This preliminary study investigates the role of high school Japanese learning experience in student anxiety while taking an introductory Japanese course in college. This study shows that the presence or absence of high school Japanese instruction affects levels and sources of anxiety in the early stage of a college Japanese course. Interestingly, however, regardless of a students' previous experiences, three common factors were found as anxiety-reducing: teachers' helpful attitudes, good relationships with classmates, and a well-structured program. These results regarding anxiety-reducing factors suggest that teachers play a crucial role in reducing students' anxiety. Based on these results, several strategies are suggested for decreasing foreign language anxiety. Two appendices--the survey instrument, "Foreign Language Anxiety Scale" and "Questions for the Interviews"--are included. (Contains 21 references.) (KFT)

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Running head: FOREIGN LANGUAGE ANXIETY OF TRUE AND FALSE BEGINNERS

College Japanese Classroom Anxiety: True and False Beginners[1]

Miyuki Fukai

Department of Language Education

School of Education

Indiana University, Bloomington

Miyuki Fukai

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Abstract

Anxiety is believed to affect foreign language learning and performance. Related to this issue, because some students who studied Japanese in high school are enrolled in the same college courses with absolute beginners, perhaps those with prior Japanese instruction may feel less anxious in class. This preliminary study investigates the role of high school Japanese learning experience in student anxiety while taking an introductory Japanese course in college.

This study shows that the presence or absence of high school Japanese instruction affects levels and sources of anxiety in the early stage of a college Japanese course. Interestingly, however, regardless of students' previous experiences, three common factors were found as anxiety-reducing: teachers' helpful attitudes, good relationships with classmates, and a well-structured program. These results regarding anxiety-reducing factors suggest that teachers play a crucial role in reducing students' anxiety. Based on these results, several strategies are suggested for decreasing foreign language anxiety.

Introduction

In the United States, first-year foreign language (FL) courses in universities often include "false beginners," who choose to study the same language they studied in high school from the beginning, and "true beginners," who have no prior experiences of secondary-level study of the FL they take in college (Lange et al., 1992). From the viewpoint of false beginners, their experience of learning the target language is an advantage. In fact, studies suggest a positive correlation between high school level FL instruction and students' academic success in early stage of college courses (Lange et al., 1992; Watt, 1997).

According to Samimy (1994), when native English speakers learn less commonly taught or noncognate languages such as Japanese, the differences in writing systems and grammatical structures may negatively influence their affective reactions, e.g., anxiety. If so, false beginner students may have less anxiety than true beginners in college, because they already have known the basic orthography in Japanese from their prior instruction in high school.

Considering these claims, the present study attempts to explore English-speaking students' foreign language anxiety in relation to high school Japanese training. More specifically, this study focuses on how the presence or absence of previous Japanese learning experience in high school affects students' foreign language anxiety in a college-level introductory Japanese course in the United States. Conclusions of this study will help us gain insights into foreign language anxiety from two students' perspectives: one who studied Japanese in high school and the other who started Japanese in college.

Review of Foreign Language Anxiety Literature

In the past few decades, anxiety, a state of apprehension, a vague, sometimes undefined fear (Scovel, 1978), has been noted as an important factor in FL learning (Young, 1991). Starting in

the mid-1980s, Horwitz and her colleagues took the lead in foreign language anxiety research. Horwitz. Horwitz, & Cope (1986) pointed out the lack of an adequate instrument to quantify foreign language anxiety, and developed the Foreign Language Classroom Anxiety Scale (FLCAS). Based on performance anxiety theories and clinical experience with FL students, Horwitz and her colleagues identified three components of anxiety in a FL learning situation: communication apprehension, test anxiety[2], and fear of negative evaluation. Communication apprehension refers to nervousness about communicating with people. Test anxiety is defined as "a type of performance anxiety stemming from fear of failure" (Horwitz et al., 1986, p. 217). Fear of negative evaluation is the anxiety one experiences when one expects that others would evaluate him or her negatively.

The attempts to construct the notion of foreign language anxiety have helped to reveal the role of anxiety in FL learning. Research has indicated a negative correlation between anxiety and students' FL performance (Aida, 1994; MacIntyre & Gardner, 1991; Young, 1986). In a study involving college students of French, German, and Spanish, Young (1986) found a negative correlation between anxiety levels and oral proficiency levels on the Oral Proficiency Interview developed by the American Council of the Teaching of Foreign Languages. Aida (1994) also reported that more anxious college students of Japanese received significantly lower final grades than less anxious students.

While many studies have conducted quantitative investigations of the role of anxiety in FL learning, other studies explored how students perceive foreign language anxiety. Using a questionnaire, Young (1990) studied types of anxiety-provoking activities in college and high school Spanish classes. Similarly, Price (1991) interviewed 10 college French students who had higher levels of anxiety, examining students' opinions of foreign language anxiety. Both studies

found that anxiety was not simply related to speaking activities, but more specifically to speaking activities in front of their peers and teacher, or being "spot-lighted" (Young, 1990). Teachers' characteristics such as friendliness and helpfulness were also found to crucially influence FL students' anxiety.

Although recent studies have shed some light on the role of foreign language anxiety, research with students of less commonly taught languages such as Japanese is still scarce (Samimy, 1994; Saito & Samimy 1996; Samimy & Tabuse, 1992). Furthermore, few researchers pay attention to the relationship between foreign language anxiety and students' previous FL learning experiences. Foreign language anxiety is a complex phenomenon that possibly relates to many factors existing in learning processes (Samimy & Rardin, 1994), and previous learning experiences should be considered one of these contributing factors, especially when true and false beginners study in the same college FL classroom in the United States. Thus, the present study attempts to explore how the presence or absence of Japanese study in high school affects foreign language anxiety in college Japanese classrooms.

Method

This exploratory study attempts to examine foreign language anxiety experiences in college Japanese classrooms from true and false beginners' viewpoints. Research questions addressed are:

1) How does the presence or absence of Japanese learning experience in high school affect levels of foreign language anxiety of American college students in an introductory Japanese course?
2) How does the presence or absence of Japanese learning experience in high school affect sources of foreign language anxiety of American college students in an introductory Japanese

3) course?

As a data collection method, this study primarily employed semi-structured interviews (Johnson, 1992; Merriam, 1998). This qualitative research approach was selected primarily to explore the interplay between foreign language anxiety and FL learning. As a preliminary investigation, this study used only one qualitative research technique: semi-structured interviews. However, this approach is helpful to gain deeper insights into the participants' experiences of foreign language anxiety and thus regarded as the most appropriate method for data collection in this study.

Participants

The participants of this study were two female American college students of Japanese. When this study took place, Mary and Susan (pseudonyms) were enrolled in a introductory Japanese course in a Midwestern university in the United States and selected on the basis of their FL learning experiences in high school and their accessibility. The two participants' motivations for learning Japanese were similar: people-oriented[3] (Tanaka, 1997) and future career-oriented.

Mary is an 18-year old freshman from the Midwest. She had studied Japanese for four years in high school. In addition, she had been to Japan once, staying with a Japanese family for about three weeks. Both in high school and college, she has also studied Spanish.

The other participant, Susan, is a 20-year old sophomore from the same Midwestern state as Mary. Susan did not take any foreign language courses in her freshman year; upon becoming a sophomore in Fall 1998, she registered for the first-year Japanese course. In high school, she had studied Spanish for three years. She described herself, academically, as a very good student. In an informal interview, one of Susan's teachers in the Fall 1998 semester confirmed that she was a good student with a positive attitude in class.

Data Collection and Analysis

This study collected data by the FLCAS[4] (Appendix A) and semi-structured interviews, focusing on the two participants' experiences in their first semester because the presence or absence of Japanese training in high school is likely to affect students the most at the beginning of FL courses in college (Lange et al., 1992; Watt, 1997). Before the interview, the FLCAS was administered to the participants to estimate and compare the two participants' levels of foreign language anxiety. The reliability of this instrument has been well established in previous studies (Aida, 1994; Horwitz, 1986; Horwitz et al., 1986).

The data were mainly gathered by the semi-structured interviews (see Appendix B for a list of questions). The semi-structured interviews, whose questions were generated from the pilot interview with another Japanese student, focused on the participants' FL learning experiences in high school and college with emphasis on anxiety. Each interview, tape-recorded with the participants' permission, took approximately one and half hours. The participants were additionally asked about their behaviors in Japanese classrooms, and their responses were compared with those suggested in previous studies as signs of anxiety to gain deeper insights into their foreign language anxiety experiences. Mary was interviewed in February 1999, and Susan in March 1999. Follow-up interviews via e-mail were also conducted. E-mail was used because of its convenience to the participants.

To analyze the data, the FLCAS total scores and each item score were compared between the two participants and with their responses in the interviews (see "NOTES" for detailed procedures of score calculation). The interviews were transcribed, and the participants' responses were sorted out on the basis of their similarities and relevancy. Recurring issues in their responses, then, were categorized into emerging themes. After data analysis, the participants received the

transcripts and my interpretations of them to confirm if I had correctly interpreted the data from the interviews. These member checks served to add credibility to the results.

Results

The Result of the FLCAS

Mary's score on the FLCAS was 87, while that of Susan was 111 out of possible 165. In comparison with the mean of 96.7 reported in Aida (1994), Mary's score is slightly lower, and Susan's score higher. These results indicate that Susan had a relatively higher level of anxiety in the first semester Japanese course than Mary did. The data from their interviews support this result. While Mary stated that she had never felt anxious in her Japanese class, Susan claimed that she felt nervous in the Japanese class.

The Presence or Absence of High School Experience

In response to the questions about her Japanese learning experience in high school, Mary described it as "making me prepare for college:"

> I felt like I was advantaged because I could relax, I didn't have to learn hiragana. I had [Japanese] so long, at least 4 years and I felt comfortable with hiragana. Since I knew Japanese in high school, now, I was more reviewing, rather than doing all over, like, starting fresh.

She said that what she did in the first semester was almost everything she had studied in high school. Activities she did were also similar to those in high school. In other words, Mary basically knew what she was expected to do in the Japanese course. Thus, even though the college Japanese course moved "*A LOT*[5] faster," materials and activities in class were familiar to her, and consequently, she felt this familiarity was an advantage. Mary's final grade in the first semester was an A, which implies her success in the college Japanese course.

Unlike Mary, Susan took Spanish in high school for three years. In the interviews, she described what she did as follows:

> [In Spanish class,] we did exercises, question and answer. We did worksheets. Just like translating, sometimes, [like] we do here. No interacting, no pair work. When we did group work, we just spoke English to get an answer. We played some games, like board race[s], bingo. But it was [a] waste of time. It didn't help much.

Susan additionally stated that her high school Spanish course was not a strong program. During the interview, she gave the impression that her experience of FL study in high school was not too positive.

In the interview, Susan described the excitement of registering for Japanese. Even though she expected that some classmates had taken some Japanese, she "was hoping that a lot of people would be in the same boat as I was, [have] never been taking it before." However, she "found out a lot of them had taken [Japanese] before" and felt that Japanese "was easy for them." Susan implies that her lack of prior experience with Japanese might make the college Japanese course more difficult to her. Actually, she struggled with Japanese in the first semester and received a B+ as a final grade, which was not satisfactory to her.

Foreign Language Anxiety in College Japanese Classrooms

When asked about anxiety in her college Japanese course, Mary said that she rarely felt nervous in class, which resulted in her willingness to take risks in speaking Japanese. She did not hesitated to volunteer when someone could not get an answer, stating "I wasn't shy in Japanese."

In contrast, Susan often felt anxious in Japanese class. She described her anxiety, thus, "Nervousness? Like, getting called on. Last semester, I was very insecure about answering. 'Cause it was a new language. [I was] very, very, nervous." The main source of Susan's anxiety was speaking Japanese in front of class, also seen in the FLCAS. The FLCAS items had the widest gap from Mary and Susan concerned "being called on."

The interviews revealed that the participants' contrastive anxiety experiences related to

whether or not they had studied Japanese in high school. In responding about her high school Japanese course, Mary said that she had studied bits and pieces of Japanese in high school:

> At high school, I learned a lot, but here [in college], I make it stronger. Like, I place dots at high school, and now, I'm trying to connect the dots, making a more of a picture out of it in my mind rather than just dot here and there. It's becoming more picture, I can see what's going on, what's forming. And I'm trying to make these connections stronger.

Mary implied that background knowledge of Japanese obtained in high school could be used in college Japanese course. She compared herself to her classmates without high school Japanese, saying, "I felt lucky because I had taken Japanese. Those who haven't had [Japanese] at all have to stay up later studying it." Instead of worrying about learning new things, Mary just needed to activate and strengthen her existing knowledge in first semester college Japanese. The foundation of Japanese Mary built in high school seems to have helped her feel less anxious in college. She clearly stated that if she had not taken Japanese, she would have been overwhelmed due to the fast pace and amount of material in the college Japanese course.

In contrast to Mary, answering questions in Japanese caused Susan anxiety the most, particularly as she tended to compare herself to more experienced students:

> Whenever they called on me and [I] answered the question in Japanese [I felt nervous]. I wasn't sure about my answer. If I was wrong, you know, everybody answered, "How can't she get [the] answer?" You know, [I] wonder if everybody asks things because everybody else has taken it before."

While students with high school instruction had known Japanese, Susan did not have such knowledge that she could use when she had to respond to questions. As a result, she was not sure of her answers and became intimidated when speaking Japanese. This shows that the absence of high school Japanese training affected Susan's foreign language anxiety, which she indicated again when asked how high school Japanese study might have influenced her college experience:

> [It would have been] a lot more different. 'Cause I would've been more comfortable in answering questions, 'cause I already knew [the] material. If I already had known [the] material, I would have been just confident.

Relatively high levels of anxiety also could be seen in her reduced hesitation to take risks in the Japanese class. Susan hardly volunteered in class, and to give a reason, she said, "I didn't want everybody to look at me. I like to be right." Susan said that she was afraid of being negatively evaluated by her teachers and classmates when she made mistakes. According to her, this kind of nervousness was not so serious, but she certainly felt anxious when "people got [the question] right, and [when I answered wrong, they would think] 'Why didn't she know this?'"

Factors that Reduced Anxiety

As described above, the two participants quite differed in their anxiety levels and the causes in their college introductory Japanese course. Yet, common responses emerged from their interviews as factors that reduced their anxiety: helpful teachers, good relationships with classmates, and a well-structured program.

Helpful teachers

In the college Japanese course, Mary and Susan both had two types of lessons and teachers: two grammar lectures taught by a tenured faculty member in the department, and three drill sessions in oral Japanese taught by graduate students (Associate Instructors or AIs). In the interviews, both participants repeated that the teacher and AIs were all helpful. Mary said:

> The teacher [of the lecture] was really nice. If we made mistakes, she was like, "At least, you tried." [The teacher and AIs] encouraged us to try. If you made mistakes, they understood, and they helped you and so it was like, "Well, you need to fix that. And we help you to do it." They were not just so critical. They didn't look for mistakes, bad qualities.

She viewed such attitudes as encouraging and helpful, facilitating Japanese study.

Susan also perceived these anxiety-reducing attitudes of her teachers, referring to a particular AI as an example. As discussed earlier, being singled out in oral activities caused Susan's

anxiety, because she was afraid to make mistakes in front of people who knew Japanese well enough to get correct answers. However, this AI posed questions to some other students while Susan observed them, providing models for activities. Moreover, this AI often used chorus instead of calling on individual students. These techniques seem to have saved Susan from her most anxiety-provoking situation, "being spot-lighted."

The participants additionally mentioned that the teacher and AIs often let students ask for help from others. Susan described how her teacher and AIs corrected mistakes as, "If you don't have it, you can ask classmates. It's all right because everybody makes mistakes. I understand you're first year. You can't be perfect." Susan said that it was good because, "[the teacher and AIs] didn't make you feel stupid." She considered such attitudes as signs of her teachers' willingness to help and encourage her, thus making her less anxious in class.

Good relationships with classmates

Good relationships with classmates were also important in reducing anxiety. Susan especially emphasized that whether she could have a good relationship with her peers was essential to study Japanese comfortably. This may be because she was intimidated by her classmates who were more familiar with Japanese than she was. However, as Susan got to know her classmates well, she realized that "they are not perfect in Japanese, either" like her. She found them nice and felt less nervous. Susan stated that her peers who had studied Japanese in high school helped and encouraged her in class. They understood that it was her first year and told her not to compare herself to them, which did "not make [her] feel bad at all." Mary said that good relationships with her classmates were helpful, particularly in drill session. Compared to her Spanish class, she thought that "a lot of people who take Japanese were pretty nice people. They are more friendly."

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These positive characteristics of peers contributed to a good atmosphere of Mary's and Susan's Japanese classes. Susan's classroom atmosphere was:

> kind of "lay back" 'cause everybody could talk with each other. And if you say something wrong, we looked at each other and laughed with each other. Not *AT* each other, *WITH* each other. I liked the atmosphere a lot.

Mary similarly portrayed her class, saying "[the atmosphere was] more relaxed, not stressed. Everyone just seemed relaxed." She also appreciated the small size of Japanese class that helped to create a less anxiety-provoking atmosphere. She said, "In the first semester, the Japanese class was much smaller [than the Spanish class]. And I liked it better." This response suggests that the small size class enabled Mary to know her Japanese teachers and peers even better; consequently, she felt more comfortable with them.

Well-structured program

In the follow-up interview, Mary said, "I always get nervous before a test because I never know if I studied well enough." There were two types of exams in the first semester: written and oral. The oral exams particularly increased her anxiety because she was not familiar with their tasks and formats, thus "had no idea what was gonna happen." Yet, Mary felt less nervous when she realized that the test content matched materials covered in class. The written exams were "usually gone over in class, like lecture." She also found that the oral tests consisted of questions and answers based on what she did in class. About the oral tests, she said, "As long as you study, just a little bit or pay attention in class, it's not like… they ask you some tricky questions or something, that's unusual." Mary clearly stated in the interview that this matching between materials she had learned in class and the test content reduced her anxiety.

Susan perceived another aspect of the college Japanese program as anxiety-reducing. Compared to her high school Spanish program, Susan favorably evaluated the organization of the

college Japanese course:

> Like, the structure [of the Japanese course], quiz every other day, homework every other day, lesson quiz, exam. It's good structure as well here, 'cause it makes you learn, makes you do homework. For quizzes, [the course] makes us study. Here, they're structured very well.

This external structure provided by the well-organized syllabus of the college Japanese course seems to have helped Susan develop good study habits. Further, this well-structured Japanese program gave her a clear idea what she was expected to do throughout the semester, and this effectively reduced her anxiety.

Discussion

To recapitulate, this study investigated levels and sources of foreign language anxiety in relation to the presence or absence of Japanese instructions prior to college. The comparison between Mary and Susan implies that Japanese training in high school could affect how much anxiety he or she feels in a beginning-level Japanese course in college. Mary's case may suggest that the prior Japanese learning experience of false beginners provides background knowledge on which they can rely, making them feel secure in the college course. Although the fast pace of the college Japanese course sometimes overwhelmed Mary, knowledge of Japanese gained in high school reduced her anxiety in the college class.

In contrast, Susan's foreign language anxiety experience suggests that when true and false beginners have to study together, true beginners feel less secure of their ability to use the target language than false beginners, thus feeling more anxious. Findings from Susan's interviews also imply that unfamiliarity with Japanese and instructional methods in college Japanese classes increases true beginners' anxiety, because they have to deal with two new things at the same time; methods and the target language. And most importantly, they have a less command of both than their false beginner peers.

The two participants' different anxiety levels can be seen in risk-taking behaviors in a Japanese class. Mary felt little nervous and was willing to take risks in speaking Japanese, while Susan hesitated to volunteer in her Japanese classroom, claiming that she was nervous about speaking. This supports Saito and Samimy (1996) and Samimy and Tabuse (1992) who assert a negative correlation between risk-taking and foreign language anxiety.

Furthermore, the results indicate that whether or not students have studied Japanese in high school may influence sources of foreign language anxiety in a college introductory Japanese courses. Although Horwitz et al. (1986) maintain that speaking is one of the main sources of foreign language anxiety, this study suggests that it is not the case with false beginners. As shown in Mary's case, false beginners already have knowledge about Japanese that they can utilize in oral practice, thus feeling comfortable in speaking activities. Instead of speech anxiety, false beginners may be more concerned about unfamiliarity and ambiguousness of the test task and format (Young, 1991).

On the other hand, Susan's anxiety experience suggests that the absence of Japanese background makes speaking Japanese a greater source of anxiety for true beginners: further exacerbated by self-comparison to false beginner peers. More specifically, speaking an unfamiliar language in public (Price, 1991; Young, 1990) seems to be the most anxiety-provoking for true beginners. Price (1991) speculated that this fear of public speech in an FL may be caused by students' beliefs that "they weren't doing a good job and that everyone else looked down on them" (p. 106), which occurred in Susan's case. This may be what often happens to true beginners in a classroom where they study Japanese with false beginners.

The results above suggest that "familiarity" is a key word in foreign language anxiety. Samimy (1994) asserts that a nature of Japanese that it lacks linguistic similarities to English can

make English-speaking students nervous about learning Japanese. To such students, high school Japanese instruction provides the familiarity with the target language. That the prior experience familiarizes students with instructional methodology used to study Japanese is also possible. These results indicate that college Japanese instructors should pay attention to students' high school Japanese experience as an important determinant of foreign language anxiety and try to reduce true beginners' anxiety.

Classroom Applications

How can college Japanese teachers achieve such anxiety reduction? Despite their different FL learning experiences in high school and college, both participants stressed similar factors that decreased their anxiety.

First, teacher characteristics seem to influence foreign language anxiety. The two participants stated that their teachers' qualities such as "encouraging," "helpful," "understanding," and "friendly" were anxiety-reducing, which were typified in error correction. Price (1991) and Young (1990) suggest that if teachers strictly correct mistakes, students are likely to feel more nervous; however, if the teachers understand that making mistakes is a part of learning process, students can feel more at ease. The latter attitudes of the teachers were found in this study, resulting in the participants' lower level of anxiety.

Therefore, teachers have to be aware that their teaching method influences student anxiety. They need to be friendly rather than authoritarian especially in error corrections, reminding students that making mistakes is a natural part of language learning (Samimy, 1994; Young, 1990). For example, instead of directly correcting students' errors, teachers may want to repeat their utterances in a question form with the errors corrected. This technique allows teachers not only to correct errors in an indirect, non-threatening way but to give individual students personal

feedback and show their attention and caring for students.

Second, good relationships with peers appear to help decrease foreign language anxiety. Susan's comments on her classmates indicate their good friendships, which resulted in the classroom where students were understanding rather than critical to others' mistakes, reducing her fear of negative evaluation by peers. This agrees with Price's (1991) participants who "mentioned that getting to know the other students helped them to feel more relaxed by reducing the fear of being ridiculed and taking away the feeling that the others are all smarter and more confident" (p. 107).

This suggests that teachers should help students develop good relationships with their peers and "create a warm social environment" (Young, 1990, p. 550) in their Japanese classroom. A smaller class may have students get to know each other through more interactions, resulting in a comfortable atmosphere (Price, 1991). Pair or small group work activities may serve the same purpose. Such activities will allow students to closely communicate with their peers more often, enhancing the cohesiveness among them as well as providing more opportunities to speak Japanese. They also will "allow anxious students to practice the target language without the entire class as an audience" (Price, 1991, p. 107).

Finally, this study discovered the curricular organization is a key to foreign language anxiety. Mary's test anxiety was decreased when she knew that the tests came directly from class materials. As Young (1991) claims, thus, foreign language anxiety can be reduced by matching curricular content, materials, and test tasks. In addition, Susan's belief that both formal grammar study and oral practice are necessary to learn Japanese was reflected in her Japanese course, which alleviated her anxiety. This supports Schulz's (1996) assertion that the fewer discrepancies between teacher and student beliefs on FL learning result in less negative effects

on students. Also, a clear, well-structured syllabus revealed teacher expectations and supported her study habits, thus reducing her anxiety.

These results imply that teachers and curriculum designers need to develop a syllabus that guides students in learning Japanese. A well-planned and organized program will give students ideas how the Japanese course works and let them plan how to succeed, resulting in a lower level of anxiety. By providing students with homework, quizzes, and exams at regular intervals, teachers can help them have regular study patterns and be prepared for class, feeling less anxious. Examining students' needs and reflecting the results in a program also will have students feel more comfortable since it can fill in gaps between teacher and student attitudes toward Japanese learning. Teachers also should include in exams strictly what students covered during class sessions. Such matching of the course and exam content conveys to students that they can perform well on the exams by paying attention in class, reducing test anxiety.

Since this study is exploratory and examined only two students of Japanese, it is necessary to conduct further research with more participants and various data sources such as classroom observation and interviews with teachers. Finally, a longitudinal study of foreign language anxiety with college students of less commonly taught languages is needed. By looking at changes of levels of anxiety over a period of time, we can gain deeper insights into the effects of prior experience on foreign language anxiety as well as other important issues such as sources of anxiety.

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NOTES

[1] This paper was originally presented at the 49the Annual Meeting of Midwestern Conference on Asian Affairs, Bloomington, Indiana, October, 2000

[2] MacIntyre and Gardner (1989, 1991) and Aida (1994) claim that test anxiety may not be specific to FL learning; rather, it can be observed any evaluative situations such as math or science classrooms at school.

[3] Tanaka (1997) defines "people-oriented" as motivational orientation "relating the use of Japanese to informal communication with people around [students]" (p. 15).

[4] The present study adopted the FLCAS used in Aida (1994), in which the term "foreign language anxiety" in the original FLCAS of Horwitz et al. (1986) was replaced with "Japanese language." To obtain each participant's score on the FLCAS, points on all 33 items were summed up based on procedures employed in Aida (1994). Possible score on the FLCAS was ranged from 33 to 165, with 33 being the lowest anxiety level.

[5] All italics in citations from the participants' interviews indicate participant emphasis.

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Appendix A

Foreign Language Classroom Anxiety Scale

Instruction: Circle the choice after each statement that indicates your opinion the best.

1) I never feel quite sure of myself when I am speaking in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

2) I don't worry about making mistakes in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

3) I tremble when I know that I'm going to be called on in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

4) It frightens me when I don't understand what the teacher is saying in the Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

5) It wouldn't bother me at all to take more Japanese language classes.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

6) During Japanese class, I find myself thinking about things that have nothing to do with the course.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

7) I keep thinking that the other students are better at Japanese than I am.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

8) I am usually at ease during tests in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

9) I start to panic when I have to speak without preparation in Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

10) I worry about the consequences of failing my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

11) I don't understand why some people get so upset over Japanese classes.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

12) In Japanese class, I can get so nervous I forget things I know.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

13) It embarrasses me to volunteer answers in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

14) I would not be nervous speaking the Japanese language with native speakers.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

15) I get upset when I don't understand what the teacher is correcting.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

16) Even if I am well prepared for Japanese class, I feel anxious about it.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

17) I often feel like not going to my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

18) I feel confident when I speak in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

19) I am afraid that my Japanese teacher is ready to correct every mistake I make.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

20) I can feel my heart pounding when I'm going to be called on in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

21) The more I study for a Japanese test, the more confused I get.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

22) I don't feel pressure to prepare very well for my Japanese language class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

23) I always feel that the other students speak the Japanese language better than I do.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

24) I feel very self-conscious about speaking Japanese in front of other students.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

25) Japanese class moves so quickly I worry about getting left behind.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

26) I feel more tense and nervous in my Japanese class than in my other classes.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

27) I get nervous and confused when I am speaking in my Japanese class.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

28) When I'm on my way to Japanese class, I feel very sure and relaxed.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

29) I get nervous when I don't understand every word the Japanese teacher says.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

30) I feel overwhelmed by the number of rules I have to learn to speak Japanese.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

31) I am afraid that the other students will laugh at me when I speak Japanese.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

32) I would probably feel comfortable around native speakers of Japanese.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

33) I get nervous when the Japanese teacher asks questions which I haven't prepared in advance.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

Appendix B

Questions for the Interview

1) What do you image from a word "anxiety in a foreign language classroom"?

2) What kind of differences have you experienced in your Japanese classes at college compared to those at high school?

3) What kind of activities did you do in your Japanese/foreign language classes at high school? How about your Japanese classes at college?

4) Which do you feel more anxious/nervous/worried, the Japanese classes at college or foreign classes that you took at high school? Why do you think so?

5) When do you feel anxiety/nervousness/worry in your current Japanese classes (lecture/drills)?

6) What do you do when you feel anxious/nervous/worried in your Japanese classes? How do you tend to perform in the class when you are feeling anxious?

7) What do you want your teachers to do when you feel anxiety in the Japanese class?

8) What do you think your teachers actually do when you are feeling nervous in the Japanese class?